

The Role of the Police in Handling Crimes of Physical Violence Committed by Students (Case Study of Pati Police)

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Abstract. *This study aims to analyze and describe the role of the police in overcoming criminal acts of physical violence committed by students in Pati Regency, describe weaknesses in overcoming criminal acts of physical violence committed by students and find solutions to address the role of the police in overcoming criminal acts of physical violence committed by students in the future. The method used in this research is the Juridical Sociological method. The problem is analyzed using the Theory of Authority according to Ateng Syarifudin, the Theory of Legal Systems according to Lawrence M. Friedman, and the Theory of Legal Countermeasures according to Barda Nawawi. The results of this study are: 1) The form of optimizing the role of the police in dealing with physical violence crimes committed by students in Pati Regency aims to create a safe, orderly, and violence-free educational environment. The police play an important role in preventive efforts (prevention) through legal counseling, guidance for students, and cooperation with schools and education offices; repressive (law enforcement) through investigations, inquiries, and action against perpetrators in accordance with legal provisions; and rehabilitative by encouraging moral and social development so that students do not repeat their actions. Optimization efforts are carried out by increasing cross-sector coordination (schools, parents, communities, and government agencies), strengthening the function of Bhabinkamtibmas in the educational environment, and prioritizing a restorative justice approach. 2) Weaknesses in handling physical violence by students in Pati Regency stem from: (1) weak law enforcement against child perpetrators, (2) suboptimal implementation of the diversion principle in the juvenile justice system, (3) lack of protection for victims of violence in educational environments, and (4) low legal awareness and a culture of discipline in society. Therefore, synergy is needed between law enforcement officers, educational institutions, families, and the community in creating a handling system that is not only oriented towards punishment, but also towards fostering students' morals and character in order to create a safe, dignified, and violence-free educational environment in accordance with the principles of justice and child protection as regulated in applicable laws and*

regulations. And 3) The police have an important role in handling physical violence by students through three main efforts: pre-emptive, preventive, and repressive. In the future, the police are expected to be more adaptive to developments in the times, utilize technology, and prioritize a humanistic approach. The aim is that the handling of violence is not only punitive, but also educational and preventative, so that a young generation is formed that is law-abiding, moral and has character.

Keywords: Criminal; Physical; Students; Violence.

1. Introduction

The development of criminal activity dynamics in society can be seen in at least two aspects: the emergence of new forms of crime and the increasing number of conventional crimes. Along with the current of globalization, which is marked by the rapid development of science and technology, especially information and communication technology, has given rise to new forms of crime that are complex, transnational, and organized, supported by professional management and sophisticated technology.¹

Juvenile delinquency is closely related to child criminality, and according to Sandrock, juvenile delinquency ranges from socially unacceptable behavior such as excessive behavior at school, violations such as running away from home, to criminal behavior. Juvenile delinquency extends beyond criminal acts alone, but also includes any actions committed by children that are deemed to violate social, school, or community values.

Based on the various explanations above, it can be understood that physical violence perpetrated by students is not a phenomenon that simply appears in society. Rather, it is caused by juvenile delinquency, which as a result of this neglect, adolescents develop deviant behavior. At this stage, individuals who have just experienced puberty tend to display various emotional turmoil, withdraw from their families, and face various problems at home, school, and in their surrounding environment and social circles. Juvenile delinquency today, as frequently reported in various media, has gone beyond the limits of normalcy. Many adolescents and minors are already familiar with smoking, drugs,

¹Sri Winugroho, Suzanalisa, and Amir Syarifuddin, "A Legal Study of Criminal Acts Committed by Motorcycle Gangs According to Indonesian Criminal Law", Legalitas, Volume X, Number 2, 2018, pp. 275-277.

promiscuous sex, brawls, theft, and are involved in various other criminal acts that deviate from societal norms and have problems with the law.²

This phenomenon, which often leads to brawls and brutal fights, causes great unrest in the community, as happened recently in Pati Regency which resulted in 88 deaths. This can clearly create a dangerous situation for the community who become the target of deviant actions of law and norms carried out by groups of students who commit physical violence. This can be seen in Pati Regency, for example, in the case of a fistfight that occurred in the Pati Regency square. This incident occurred precisely around the Pati Square on Sunday (27/7/2025) at around 03.00 WIB. The incident began when the victim SBJ was approached by a group of teenagers who immediately grabbed his collar. This was then followed by a beating. One of the victims managed to escape. However, the other two were beaten until the video of the action spread widely and caused public unrest. As a result of the chaos that occurred, the community around the Pati Square is currently disturbed, and a number of parked motorbikes were damaged due to the mutual attacks between the perpetrators and the victim. This happened because the groups apparently had physical violence carried out by students and had long been involved in problems regarding territorial disputes.³

Enforcing the rules, the authorized institution to resolve criminal acts against children is the Indonesian National Police as per the role and responsibilities according to Article 13 of Law of the Republic of Indonesia 2 of 2002 concerning the Indonesian National Police. Carrying out its duties and functions as law enforcers, the Police can act preventively or repressively. With this action from the police, it is hoped that it can provide direction to teenagers and children who have not committed crimes and provide a deterrent effect on children who have committed crimes, however, handling criminal cases committed by children is not the same as handling criminal cases committed by adults, law enforcement officers must still pay attention to the physical and mental condition of the child because after all children are the next generation of the nation.

Here is a firm step to provide legal efforts for children in increasing legal awareness that should not be done half-heartedly, so that in the end children can participate in playing a role in continuing the wheels of national and state life replacing the older generation. This effort itself is already in Article 1 Paragraph 2 of Law Number 35 of 2014 concerning amendments to Law Number 23 of 2002 concerning Child Protection, stating: "Child Protection is all activities to guarantee and protect children from their rights so that they can live, grow, develop, and

²Leonardus Andrew Pramono and Amrizal Siagian, "Analysis of Factors Driving Teenagers to Involve in the World of "Physical Violence Perpetrated by Students" in City "X" Reviewed from the Theory of Social Control", *Ikraith-Humaniora*, Vol. 8, No. 2, 2024, pp. 334-335.

³Interview with Kompol Heri Dwi Utomo as Head of Criminal Investigation Unit of Pati Police on May 12, 2025.

participate optimally in accordance with human dignity and dignity, and receive protection from violence and discrimination". Law enforcement officers are given a great mandate in overseeing special tasks to uncover a case, in addition to providing counseling and education to children and the community so that they do not fall into the dark abyss of physical crimes committed by students in Pati Regency. This study aims to analyze and describe the role of the police in dealing with acts of physical violence committed by students and analyze and describe weaknesses in dealing with acts of physical violence committed by students and find solutions to address the role of the police in dealing with acts of physical violence committed by students in the future.

2. Research Methods

In the research, the author applies an empirical jurisprudence research method, namely research that is based on observations, experiences, or real data obtained from the real world, not just abstract theories or concepts.⁴ The empirical legal approach in this study means that in analyzing the problem, it is done by combining legal materials (which are secondary data) with primary data obtained in the field regarding In the study, the author applies the doctrinal research method to the Role of the Police in Handling Criminal Acts of Physical Violence Committed by Students. The data analysis method used is qualitative descriptive analysis.

3. Results and Discussion

3.1. The Role of the Police in Handling Crimes of Physical Violence Perpetrated by Students

Perpetrators of physical violence committed by students are predominantly children or students who exhibit aggressive behavior, namely violent behavior that violates existing norms or rules. In fulfilling the behavior of physical violence committed by students as a social problem, individuals should understand the causes of the emergence of such behavior in human life. Physical violence committed by students includes various physical and verbal behaviors aimed at harming others. Factors that cause physical violence committed by students include social situations, personal, cultural, resources and mass media.⁵

Various triggers for the occurrence of physical violence are psychological as a manifestation of psychological aspects or the internal conditions of individuals which occur through a process of internalization of the self that is wrong in responding to the values around them.

⁴Irwansyah, 2022, Legal Research, Mirra Buana Media, Yogyakarta, p. 43

⁵Muhammad Daffa Rizqi Eko Putra, "The Relationship between the Psychological Development Process of Adolescents and Brawls Between Adolescents", Journal of Collaborative Conflict Resolution, Volume 3, ISSN 2655-8823, p. 14.

Crime is an act that violates the law and violates social norms. Crime can happen to anyone and Violence against children can be committed by anyone, whether men, women, or children. Violence against children includes abuse, neglect, and exploitation, as well as threats against children.⁶ According to Law Number 35 of 2014 concerning Child Protection, violence is an act that results in physical, psychological, or sexual suffering, including threats to commit acts, coercion, or unlawful deprivation of liberty (Article 1 paragraph 15).

According to Article 76 c of Law Number 35 of 2014, the right to protection from all forms of violence, including physical, psychological and sexual, is rights guaranteed by law to protect children from all forms of violence that can harm them physically or mentally. An explanation of these rights includes:⁷ A student is someone entering adolescence. Apart from one aspect of student life, particularly in high school, students often engage in gang fights (Tawuran) or fights between students. Inter-student brawls are one form of delinquency committed by students still in school.⁸ Psychologically, fights involving teenage students are classified as a form of juvenile delinquency.⁹

According to AKP Heri Dwi Utomo as Head of Criminal Investigation Unit of Pati Police, from January to September 2024, there were 83 cases of brawls between students, of which 73 perpetrators had to serve time in court. Meanwhile, around 200 other perpetrators underwent counseling by the police. The rampant brawls have resulted in many casualties, both among the students themselves and innocent ordinary citizens. A student at Dian Nuswantoro University, Pati, named Muhammad Tirza Nugroho, died on September 17, 2024, due to a slash from a sharp weapon by a group of students while crossing Jalan Kelud, Pati Regency. The student is suspected of being the victim of mistaken identity by a group of students who committed physical violence that night, who were looking for opponents to brawl with. Firm efforts have been made by the Pati Police to overcome this crime by using the Libas application to detect and support the police's rapid response in dealing with this crime. Many public reports about the existence of groups of physical violence carried out by students were reported through the Libas application and immediately followed up. The Libas application even records data on the criminal acts of arrested brawlers. This legal action was followed up with a declaration of disbandment of student-led physical violence groups, also initiated by the Pati Police. A total of 19 student-led physical violence

⁶Made Sugi Hartono, et.al., "The Role of the Police in Handling Crimes of Violence Against Children (Case Study in the Jurisdiction of the Buleleng Police)", *Journal of Gender and Human Rights*, Volume 1 Number 2, 2023, p. 216.

⁷Maidin Gultom, *Legal Protection for Children in the Juvenile Criminal Justice System in Indonesia*, Bandung: Refika Aditama, 2014, p. 55

⁸Nur Hayati and Tohap Alfian, *Criminal Liability of Perpetrators of Student Brawls*, vol. 9 no. 1,4, 2012, p. 3.

⁹Nandang Sambas, *Juvenile Criminal Justice in Indonesia and International Instruments for Child Protection and Their Implementation*, Yogyakarta: Graha Ilmu, 2013, p. 13.

groups in Pati Regency declared their disbandment, which had recently caused unrest among the community in the capital of Central Java Province. Dozens of members of the student-led physical violence groups declared their disbandment and stopped all forms of student-led physical violence that had disturbed and disturbed public order. In addition, the members of the student-led physical violence groups also apologized to the entire Pati Regency community for the negative impacts caused.⁸⁸ Then, the number of cases filed at the Pati Regency District Court related to violence against children was 78 cases out of cases involving 117 suspects, of which 70 cases were brawls, while 8 cases were bullying with violence.¹⁰ So according to the author it is clear that if viewed from the normative aspect the Police have a strategic role in overcoming criminal acts of physical violence committed by students based on Law Number 2 of 2002 concerning the Republic of Indonesia National Police Article 13, that the main task of the Police is to maintain public security and order, enforce the law, and provide protection, shelter, and service to the community. In the context of physical violence committed by students, the police are required not only to enforce the law formally, but also to prioritize the approach of guidance, child protection, and restorative justice.

Optimizing the role of the police in addressing physical violence by students is carried out through three main stages: prevention, repression, and rehabilitation. a number of Aspects of handling physical violence committed by students according to Iptu (Police Inspector One) Reza Arif Hadafi, STK, SIK, M.Si as Head of Criminal Investigation Unit of Pati Police are:¹¹

1) First, in the preventive aspect, the police play an active role through legal counseling activities in schools, socialization of the dangers of violence, and the Police Goes to School program which aims to raise legal awareness and discipline among students. This activity is in line with Article 14 paragraph (1) letter f of Law Number 2 of 2002, which gives the police the authority to take preventive measures against criminal acts. In addition, the presence of Bhabinkamtibmas in the community and school environment is also an effective means of detecting and preventing potential violence between students.

2) Second, in terms of enforcement (repressive), the police play a role in enforcing the law against perpetrators of physical violence as stipulated in Article 351 of the Criminal Code (KUHP) which regulates abuse. However, because the perpetrator is a student who is classified as a minor, the legal process is carried out based on Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA). Based on Article 7 paragraph (1) of the SPPA Law, investigators are required to seek diversion, namely resolving cases outside the judicial process by

¹⁰Interview with Iptu (Police Inspector One) Reza Arif Hadafi, STK, SIK, M.Si as Head of Criminal Investigation Unit of Pati Police, April 10, 2025.

¹¹Interview, *ibid*.

involving the perpetrator, victim, family, and other related parties to reach a peace agreement. This is also supported by Regulation of the Chief of Police Number 8 of 2021 concerning Handling Criminal Acts Based on Restorative Justice, which emphasizes the importance of resolving juvenile cases in a humane, educational manner, and without creating a negative stigma for the perpetrator.

3) Third, in terms of guidance and rehabilitation, the police play a role in returning students to a healthy social and educational environment. This effort is carried out in collaboration with the Correctional Center (Bapas), the Social Services Agency, and child psychologists to provide guidance and counseling, and to ensure students do not repeat their actions. This principle aligns with Article 3 of Law Number 11 of 2012, which emphasizes that the juvenile justice system aims to foster, educate, and return children to a healthy social environment.

Furthermore, optimizing the role of the police can also be realized through increasing the capacity of child investigators, strengthening cross-sectoral cooperation between the police, schools, and local governments, and utilizing information technology to monitor potential student conflicts, especially those originating from social media. These efforts are crucial to ensure that cases of physical violence among students are handled quickly, appropriately, and fairly. Therefore, optimizing the police's role in addressing crimes of physical violence perpetrated by students must be carried out comprehensively, humanely, and fairly, based on Law No. 2 of 2002 concerning the Indonesian National Police, Law No. 11 of 2012 concerning the Juvenile Criminal Justice System, Regulation of the Chief of Police No. 8 of 2021, and Article 351 of the Criminal Code as the primary legal basis for crimes of abuse. Through synergy between the police, schools, families, and the community, it is hoped that physical violence involving students can be minimized and created. Environment safe, peaceful, and character-based education.

The author reviews that the form of optimizing the role of the police in dealing with physical violence crimes committed by students in Pati Regency aims to create a safe, orderly, and violence-free educational environment. The police play an important role in preventive efforts (prevention) through legal counseling, guidance for students, and cooperation with schools and education offices; repressive (law enforcement) through investigations, inquiries, and action against perpetrators in accordance with legal provisions; and rehabilitative by encouraging moral and social development so that students do not repeat their actions. Optimization efforts are carried out by improving cross-sector coordination (schools, parents, communities, and government agencies), strengthening the function of Bhabinkamtibmas in educational environments, and prioritizing a restorative justice approach in accordance with the principles of child protection.

3.2. Weaknesses in Handling Physical Violence Crimes Perpetrated by Students

In cases of student physical violence, violent behavior can be associated with manifestations due to high academic pressure that causes students to become stressed, depressed, and emotionally unbalanced. Some factors that trigger student brawls are Personal conflict, in the form of differences in views and personal problems; Environmental influence, in the form of lack of supervision from the school or parents; Group or gang influence, in the form of encouragement from groups or gangs to act aggressively in order to maintain loyalty and self-identity within the group or gang; Social problems, in the form of injustice and differences in economic levels; The influence of social media, in the form of distorted perceptions of violence, aggressive actions, and pressure to show one's strength; Lack of conflict management, in the form of minimal self-understanding regarding conflict management; and External influence, in the form of the residential environment and community.¹²

This reality makes law enforcement in cases of violence committed by physical violence by students less than optimal in Pati Regency. The next problem in terms of legal umbrella is the absence of an article in the Criminal Code that regulates physical violence committed by students with the intention of breaking the law as a type of crime. The Criminal Code only regulates acts of physical violence committed by students, there is no specific article in the Criminal Code that regulates "physical violence committed by students." However, actions often carried out by groups called "physical violence committed by students" can be charged with various articles of the Criminal Code, such as mob violence (Article 170 of the Criminal Code), violence (Article 351 of the Criminal Code), theft with violence (Article 365 of the Criminal Code), or murder (Article 338 of the Criminal Code). If a group of "physical violence committed by students" uses violence together against people or property, they can be charged with Article 170 of the Criminal Code which regulates mob violence. If a group of "physical violence committed by students" commits abuse or violence against other people, they can be charged with Article 351 of the Criminal Code.¹³

If the group of "physical violence committed by students" commits theft using violence or threats of violence, they can be charged with Article 365 of the Criminal Code. If the group of "physical violence committed by students" commits murder, they can be charged with Article 338 of the Criminal Code. However, perpetrators who are still minors cannot be subject to the various provisions of the Criminal Code, but if it is related to the crime of violence, the perpetrator can

¹²Prabowo, EA, Putra, LAA, & Alfiyan, A. (2024). Legal Review of Triggering Factors and Intervention Approaches for Youth Brawls in Bandar Lampung. *MANDUB: Journal of Politics, Social, Law and Humanities*, 2(1), pp. 282–293. <https://doi.org/https://doi.org/10.59059/mandub.v2i1>

¹³Interview with AKP Heri Dwi Utomo as Head of Criminal Investigation Unit of Pati Police, April 10, 2025.

only be charged with the actions as regulated in Article 79 of the Republic of Indonesia Law Number 11 of 2012 concerning the Child Criminal Justice System which states that:

- 1) Criminal restrictions on freedom are imposed if a child commits a serious crime or a crime accompanied by violence.
- 2) The maximum penalty for restricting freedom imposed on children is 1/2 (one half) of the maximum prison sentence imposed on adults.
- 3) The minimum specific prison sentence does not apply to children.
- 4) The provisions regarding imprisonment in the Criminal Code also apply to children as long as they do not conflict with this Law.

The main problem is that there is no criminal penalty capable of creating a deterrent effect for members and founders of physical violence committed by students who violate the law. Therefore, the type of punishment that has been imposed only considers the perpetrators not as perpetrators of physical violence committed by students but as perpetrators of crimes in general. Therefore, the status of members or founders of physical violence committed by students should be a qualification for aggravation in sentencing in order to create a deterrent effect for physical violence committed by students who commit violence in society. Based on the existing explanation, it is clear that the author reviews that legally there is no legal certainty regarding efforts to create a deterrent effect for physical violence committed by problematic students who deviate from the law. Therefore, legal certainty in the case of physical violence committed by students in Pati Regency has two aspects, first regarding the issue of the ability to form (*bepaalbaarheid*) of law in concrete matters. This means that parties seeking justice want to know the law in specific matters before starting a case. Second, legal certainty means legal security for the community and the psychology of students.

Regarding this matter, there are several weaknesses in dealing with acts of physical violence committed by students in Pati Regency according to Iptu (Police Inspector One) Reza Arif Hadafi, STK, SIK, M.Si as Head of Criminal Investigation Unit of Pati Police, namely:¹⁴

- 1) Weak Effectiveness of Law Enforcement in School Environments, although acts of physical violence committed by students can be categorized as a criminal act as regulated in Article 351 of the Criminal Code (KUHP) concerning assault, law enforcement is often ineffective due to the assumption that violence between students is an "internal school matter" that can be resolved amicably. The impact

¹⁴Interview with Iptu (Police Inspector One) Reza Arif Hadafi, STK, SIK, M.Si as Head of Criminal Investigation Unit of Pati Police on April 15, 2025.

is that the perpetrator does not receive a deterrent effect and the victim loses legal protection.

2) Lack of Understanding and Proper Implementation of Diversion: In the case of students in Pati Regency, law enforcement officials often fail to optimally implement diversion as stipulated in Law Number 11 of 2012 concerning the Juvenile Criminal Justice System. Diversion should be implemented to divert the resolution of juvenile cases from the criminal justice process to a more educational, non-litigation mechanism. As a result, juvenile perpetrators can lose their right to educational guidance and instead experience social stigmatization.

3) Weak Coordination between Schools, Parents, and Law Enforcement Officials, in this case the form of handling physical violence by students is often not well coordinated between schools, parents, and law enforcement officials. The impact is that handling is not comprehensive; student perpetrators do not receive consistent moral guidance, while victims do not receive adequate justice and protection. This is in line with the provisions of Article 54 of Law Number 35 of 2014 concerning Child Protection "Children in and around educational units are required to receive protection from acts of physical and/or psychological violence."

4) Lack of Prevention and Character Building Programs, education policies often do not emphasize character building and legal education in schools effectively. In fact, schools have a moral and legal responsibility to prevent violence between students. The impact is that the level of violence between students remains high due to low legal awareness and social empathy. This is in line with the provisions of Article 4 paragraph (5) of Law Number 20 of 2003 concerning the National Education System. "Education is organized to shape the character and civilization of a dignified nation in order to enlighten the life of the nation."

5) Disproportionate Sanctions and Guidance: In practice, students who commit violence are often only given administrative sanctions by schools without psychological or social guidance. As a result, perpetrators fail to understand the legal consequences of their actions, and the potential for recurrence of violence remains high. This is because Article 1, point 3 of the Child Protection and Child Protection Law emphasizes that children in conflict with the law must receive special treatment to ensure optimal development.

According to the author, in relation to Lawrence M. Friedman's legal system theory, the weakness in overcoming physical violence by students does not lie in just one aspect, but rather is the result of weak interaction between an unclear legal structure, legal substance that has not been implemented consistently, and a legal culture in society that does not support fair and educational law enforcement. Therefore, the main weakness in overcoming physical violence by students lies in weak law enforcement, poor coordination between institutions,

and the lack of an educational and preventive development approach. Integration between character education, fair law enforcement, and consistent diversion implementation is needed so that overcoming efforts are more effective and humane. The weakness in overcoming physical violence by students in Pati Regency stems from several aspects, namely: (1) weak implementation of law enforcement against child perpetrators, (2) less than optimal application of the principle of diversion in the juvenile justice system, (3) lack of protection for victims of violence in educational environments, and (4) low legal awareness and disciplinary culture in society. Therefore, synergy is needed between law enforcement officers, educational institutions, families, and the community in creating a response system that is not only oriented towards punishment, but also towards the development of students' morals and character in order to create an educational environment that is safe, dignified, and free from violence in accordance with the principles of justice and child protection as regulated in applicable laws and regulations.

3.3. The Role of the Police in Handling Acts of Physical Violence Perpetrated by Students in the Future

In an effort to prevent and address physical violence perpetrated by students, the initial step is to engage with the community to provide further understanding and understanding of the physical impact of student violence. The police take both preventive and repressive measures.

In this discussion, there is only limited legal substance, namely legal substance which is the content or formulations contained in the regulations themselves.¹⁵

Comparison of Regulations on Handling Physical Violence Against Children/Students: Indonesia, Malaysia, and Japan

COMPARATIVE ASPECT	INDONESIA	MALAYSIA	JAPAN
Child Protection Regulations (Early Years)	1979	1947	Not specifically mentioned (Focus on Ethics and <i>Ijime</i>)
Ratification of the Convention on the Rights of the Child (CRC)	1990	1994	Not mentioned
Special Agency for Child Protection	There is (KPAI since 2002, Komnas PA since 1998)	There isn't any single focus (involving JKM, SUHAKAM, etc.)	Not specifically mentioned
The term Student Violence	Physical Violence Perpetrated by Students	Physical Violence Against Children	<i>Ijime</i> (Bullying)
Criminal Law on Violence Against Children (Law/Deed)	Law No. 35 of 2014 (Articles 77, 77B, 80, 81, 82, 88)	Children's Act 2001 (Sections 29 & 31)	Not mentioned in the context of the Special Criminal Law for Children

¹⁵Lawrence Friedman, 2009, Legal System: A Social Science Perspective, translated by M. Khozim, Bandung: Nusa Media, pp. 15 – 18.

Details of the Crime Formulation	Formulated in a broad sense	More details (adjusted to CRC ratification)	<i>ljime</i> defined to include mental/physical harm through words, violence, neglect, exclusion.
Actor Aspect (Scope)	"Each person"(family scope, non-family, corporate)	Focused on people within the household (for general violence)	Not specifically mentioned
Sexual Violence Regulation (Supplement)	TPKS Law (Not detailed in the text)	Act 792 Sexual Offences Against Children 2017 (More specific)	Not mentioned
Criminal Sanction System	Implementing a special minimum system in the formulation of sanctions	Implementing a special maximum system (tends to be light)	Not mentioned in detail
Dispute Resolution (Mediation/Alternative)	Regulated by PERMA (PERMA No. 1 of 2016)	Not mentioned	There are Chotei (optional/family) and Wakai (mandatory in civil)
Education/Culture Focus	Emphasis on law and human rights	Not mentioned	Strong emphasis on Ethics and Behavior (students clean the school)

The role of the police in handling physical violence crimes committed by students in Pati Regency as a form of prevention in the future has a very strategic position in maintaining public order and security, especially in the educational environment. The Indonesian National Police (Polri) is not only tasked with enforcing the law after a violation occurs, but also plays a role in preventing, protecting, and fostering the community so as not to commit criminal acts. So this is related to In the context of physical violence by students committed in Pati Regency as in this study, the role of the police can be described in three main aspects according to Iptu (Police Inspector One) Reza Arif Hadafi, STK, SIK, M.Si as Head of Criminal Investigation Unit of Pati Police, namely:¹⁶

- 1) Preventive Role: The police play an active role in prevention efforts through legal education, student guidance, school patrols, and collaboration with schools and parents. Programs such as Police Goes to School are a concrete example of preventive activities to increase students' legal and moral awareness.
- 2) Repressive Role (Law Enforcement), When an act of physical violence has occurred, the police are authorized to conduct inquiries and investigations in accordance with the provisions of the Criminal Procedure Code (KUHP). However, if the perpetrator is a child (underage student), the handling process must refer to the principles of diversion and restorative justice as regulated in Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (UU SPPA).

¹⁶Interview with Iptu (Police Inspector One) Reza Arif Hadafi, STK, SIK, M.Si as Head of Criminal Investigation Unit of Pati Police on April 20, 2025.

This aims to ensure that students do not receive a negative stigma as criminals, but are instead directed towards guidance and recovery.

3) Curative and Rehabilitative Role: The police also play a role in assisting in the process of restoring social relationships between perpetrators, victims, and the community, as well as encouraging behavioral rehabilitation in students to prevent repeat acts of violence. This approach is crucial for future implementation to create a generation of young people who are law-conscious, disciplined, and possess good character.

These three aspects are related to the implementation of the provisions of Article 2 of Law Number 2 of 2002 concerning the Indonesian National Police that the police function is one of the functions of state government in the field of maintaining public security and order, law enforcement, and providing protection, care, and services to the community. Then the provisions of Articles 6–9 of Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA Law) that diversion is an effort to resolve children's cases outside the courts to prioritize social development and recovery. Article 64 which states that law enforcement officers, including the police, are obliged to pay attention to the best interests of children in every legal process, then the relationship with Law Number 35 of 2014 concerning Child Protection which requires the state, including the police, to protect children from all forms of physical and psychological violence and Regulation of the Chief of Police Number 8 of 2021 concerning Handling of Criminal Acts Based on Restorative Justice, as an operational basis for the police in resolving student cases through a restorative approach.

4. Conclusion

Optimizing the role of the police in addressing physical violence committed by students in Pati Regency aims to create a safe, orderly, and violence-free educational environment. The police play a crucial role in preventive efforts through legal counseling, student guidance, and collaboration with schools and education departments; repressive efforts (law enforcement) through investigations, inquiries, and prosecution of perpetrators in accordance with legal provisions; and rehabilitative efforts by encouraging moral and social development so that students do not repeat their actions. Optimization efforts are carried out by improving cross-sector coordination (schools, parents, communities, and government agencies), strengthening the function of Bhabinkamtibmas in educational environments, and prioritizing a restorative justice approach in accordance with child protection principles. Weaknesses in handling physical violence crimes by students in Pati Regency stem from several aspects, namely: (1) weak law enforcement against child perpetrators, (2) less than optimal application of the principle of diversion in the juvenile justice system, (3) lack of protection for victims of violence in educational environments, and (4) low legal awareness and a culture of discipline in the community. Therefore,

synergy is needed between law enforcement officers, educational institutions, families, and the community in creating a handling system that is not only oriented towards punishment, but also towards the development of students' morals and character in order to create a safe, dignified, and violence-free educational environment in accordance with the principles of justice and child protection as regulated in applicable laws and regulations. The police play a crucial role in combating physical violence committed by students through three primary measures: preemptive, preventive, and repressive. Preemptive measures include legal counseling, publicizing the dangers of violence, and character development in schools. Preventive measures include increased supervision, collaboration with schools, and the creation of a safe and conducive learning environment. Repressive measures are implemented when violations occur, with law enforcement still considering the development and future of students. Moving forward, the police are expected to be more adaptive to current developments, utilizing technology, and prioritizing a humanistic approach. The goal is for violence prevention efforts to be more punitive, but also educational and preventative, thus fostering a law-abiding, morally upright, and character-based young generation.

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